

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Kelli Williams	kelli.williams@suwannee.k12.fl.us	386-647-4621
Data Element	Jennifer Barrs	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Third Grade Promotion	Jennifer Barrs	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Multi-Tiered System of Supports	Elizabeth Johnston	elizabeth.johnston@suwannee.k12.fl.us	386-647-4631
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$270,000	4.0
Scientifically researched and evidence-based supplemental instructional materials	\$39,000	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$39,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	70,777.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$418,777.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	5%	3%	81%	86%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

The district will continue to provide professional learning opportunities (Summer Literacy Institutes, Early Learning Coalition training, etc.) for teachers. Additionally, school leaders will continue to support VPK student performance through monthly data chats with support from academic coaches.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	13%	10%	62%	67%
1	19%	10%	57%	67%
2	24%	16%	51%	62%
3	20%	20%	58%	56%
4	21%	17%	59%	64%
5	19%	18%	52%	64%
6	13%	16%	62%	57%
7	20%	10%	54%	67%
8	25%	17%	50%	59%
9	22%	20%	48%	55%
10	21%	20%	50%	53%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed at least four times per year.
Actions for continuous support and improvement	District data chats with school leaders, support from various district coordinators, the State Regional Literacy Director, and consortium contacts to provide professional learning, coaching, and mentoring.	School level leadership data chats with teachers, various professional learning opportunities, support from academic coaches, the State Regional Literacy director, and ongoing mentoring.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed at least four times per year.

Actions for continuous support and improvement	District data chats with school leaders, support from various district coordinators, the State Regional Literacy Director, and consortium contacts to provide professional learning, coaching, and mentoring.	School level leadership data chats with teachers, various professional learning opportunities, support from academic coaches, the State Regional Literacy director, and ongoing mentoring.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed at least four times per year.
Actions for continuous support and improvement	District data chats with school leaders, support from various district coordinators, the State Regional Literacy Director, and consortium contacts to provide professional learning, coaching, and mentoring.	School level leadership data chats with teachers, various professional learning opportunities, support from academic coaches, the State Regional Literacy director, and ongoing mentoring.

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The district will continue to focus on improving the quality of Tier 1 instruction through professional learning opportunities and aligned curriculum. The district will collaborate with SRLDs, BSI, NEFEC, Lastinger Center, and others to coordinate professional learning opportunities related to standards, curriculum, and instructional practices to improve learning outcomes for all students.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Principals analyze classroom-level data by literacy domain to ensure students are progressing toward grade level benchmarks. Principals also analyze walkthrough data collected monthly by the Literacy Leadership Teams and other school-based leaders. Through monthly data chats, principals and other school leaders assist teachers in developing instructional plans to improve literacy outcomes for all students, and to monitor the progress of students identified with reading deficiencies.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals review assessment data monthly to inform instruction and support the needs of students. Regular data chats with teachers, student support team meetings, and professional learning communities all serve to ensure the data is utilized effectively to improve educational outcomes for all learners.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

3. How is the district's literacy coach model communicated to principals?

Each year, the model is communicated to principals in the K-12 CERP Plan Development meetings, ongoing principal meetings, during literacy walkthroughs with district staff. The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - o The major reading components, as needed, based on an analysis of student performance data;
 - o Administration and analysis of instructional assessments; and
 - o Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

4. How does the district support literacy coaches throughout the school year?

The district curriculum team meets with coaches on a regular basis for professional learning, data analysis, and problem-solving. Additionally, the district supports the coaches' attendance at the NEFEC Literacy Coach Cadre sessions and encourages them to become Literacy Coach endorsed, if they are not already endorsed.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

The district supports the principals in their efforts to provide coaches time to provide these effective supports for teachers on their campuses. These topics are regularly reviewed during

District Literacy Leadership meetings to allow leaders to problem-solve around scheduling for coaches to provide personalized professional learning.

6. How does the district monitor implementation of the literacy coach model?

The district monitors the implementation of the coaching model through the collection of coaching logs.

7. How does the district measure the effectiveness of literacy coaches?

The district measures the effectiveness of literacy coaches through the evaluation of student learning data, teacher retention, and teacher performance data.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district ensures that students K-12 are taught all six components of reading by providing professional learning opportunities for teachers, purchasing curriculum and resources that are aligned to Florida's B.E.S.T. standards, monitoring lesson plans, and implementation of reading instruction through walkthroughs. The district utilizes a variety of assessments, including diagnostics, screeners, state and local

progress monitoring assessments, formative and summative assessments, to assess the six components of reading. Various screeners, progress monitoring, and summative assessments are administered to students in PreK through grade ten, and those students who have not yet met graduation requirements in grades eleven and twelve, to determine student strengths and weaknesses. This data is used to evaluate Tier 1 curriculum/instruction. The District Literacy Leadership Team and school-level Literacy Leadership Teams analyze screener, progress monitoring and summative data to look for areas of strengths and weakness. Areas of strength are analyzed to further capitalize on the success through model classroom visits and professional learning communities. Areas of weakness are analyzed further using the problem-solving method to identify the concern and plan solutions to make improvements in areas of curriculum, instruction, scheduling, and intervention. All students engage in rigorous standards-based Tier 1 instruction. Students who are not successful with Tier 1 Instruction will have access to problem solving and interventions through the multi-tiered support system. Students who demonstrate a need for extra support to be successful with Tier I instruction receive small group Tier 2 standards-based instruction in addition to Tier 1. Students who demonstrate substantial deficiencies in reading receive Tier 3 instruction, in addition to Tier 2 and Tier 1 instruction. Tier 3 instruction is provided in smaller groups, targets specific learning gaps, and is provided by a reading endorsed or certified teacher. Progress monitoring and summative assessment are utilized to monitor student proficiency and growth towards closing the learning gaps. Parents of students receiving Tier 3 interventions in PreK through grade four are provided with monthly updates on student progress. Data from formative and summative assessments are explicitly included within present levels of performance in the IEP, which is reviewed annually with parents and appropriate IEP team members. Core instruction is standards-aligned, including accommodations for English language learners and students with disabilities.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

Suwannee County School District follows the state's progress monitoring plan utilizing RenPlace three times per year. The district adheres to Florida's Early Learning and Developmental Standards while utilizing the Frog Street Curriculum through whole group instruction and differentiated small groups for targeted instruction to meet the needs of all learners, including students with disabilities.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

Suwannee County School District utilizes the Frog Street Lily Pad curriculum for prek students. The core components of the Frog Street curriculum are organized around nine themes that include daily lesson plans for whole-group instruction, small group instruction, and learning centers that address 10 developmental domains which include Social and Emotional Development, Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology Applications.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Students who demonstrate substantial deficiencies in early literacy skills receive additional instruction. The instruction is provided in smaller groups, targets specific learning gaps, and is provided by a teacher who has completed a minimum of 15 hours of emergent literacy coursework. Progress monitoring and summative assessment are utilized to monitor student proficiency and growth towards closing the learning gaps.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		☒ Fluency ☒ Vocabulary ☒ Comprehension		
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (iReady Diagnostic)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Core Phonics Survey)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (WIDA)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☒ As Needed ☐ Other
Other District Assessment (DRA2)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (Star CBM)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (DIBELS 8)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (HMH Into Reading Benchmark Assessments)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☒ All Students ☐ Select Students			☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The decision tree for K-5 defines the process the MTSS team will utilize to identify students in grades K-3 who are in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency. The decision tree provides guidance for appropriate interventions and materials.

Schools gather monthly to review collected data and monitor progress, determining the next steps for students. The decision tree for grades K-5 offers guidance for school-based teams to assess whether a

student requires Tier 2 or Tier 3 interventions. The decision tree provides the district approved appropriate interventions and materials. Academic coaches, MTSS facilitators, and administration provide support to individual teachers throughout the month as needed. Additionally, teachers review their classroom data on a weekly basis to inform their instructional practices.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The decision tree for K-5 defines the process the MTSS team will utilize to identify students in grades 4-5 who are in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency. The decision tree provides guidance for appropriate interventions and materials.

Schools gather monthly to review collected data and monitor progress, determining the next steps for students. The decision tree for grades K-5 offers guidance for school-based teams to assess whether a student requires Tier 2 or Tier 3 interventions. The decision tree provides the district approved appropriate interventions and materials. Academic coaches, MTSS facilitators, and administration provide support to individual teachers throughout the month as needed. Additionally, teachers review their classroom data on a weekly basis to inform their instructional practices.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

At the beginning of the school year students in grades K-3 will participate in Universal Screeners by the District-Approved Progress Monitoring, within the first 30 days of school. Each school will review student scores and identify students in grades K-3 that exhibit characteristics of dyslexia and require an additional screener. After a student's fluency is measured, the school-based team will review data collected from previous year, universal screener and fluency measure screener to determine next steps for the student. Based on Rule 6A-6.052(6) the characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. If a student is showing the characteristics of dyslexia, the parent/guardian will be notified immediately in writing and consulted on with the development of an individualized progress monitoring plan (1008.25(9), F.S.).

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

After the student has received one month of intensive interventions, the school team will review individual student's progress. The team may suggest an additional Dyslexia Screening to be administered (STAR CBM and/or DIBELS 8) to determine next steps for individual students. The team will review results of additional screeners for next steps.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Tier 1 instruction is monitored through a variety of assessments and data collection methods to ensure its effectiveness for all students. This includes universal screening, progress monitoring, and regular review of instructional practices. The primary goal is to identify students who are making adequate progress and those who need additional support.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 1 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 1 instruction.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 interventions are monitored through frequent progress monitoring assessments, which track student growth towards specific, measurable goals. This data is used to determine the effectiveness of the intervention, and whether adjustments need to be made, or if the intervention is no longer needed.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 2 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 2 instruction.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 intervention effectiveness is monitored through frequent progress monitoring, data-driven decision making, and individualized instruction adjustments. This involves regular assessments, analysis of student responses to intervention, and modifications to instruction based on the data.

The on-going problem-solving and improvement cycle includes classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. Planning days (PLC days) will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Students receiving Tier 3 interventions will be a part of the MTSS process. Parents will be notified upon the start of Student Support Team/MTSS and will receive progress monitoring reports each quarter between reporting periods.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM 3 (previous grade) And/or	Level 3, 4, or 5	Level 3, 4, or 5	Level 3, 4, or 5	Level 3, 4, or 5	Level 3, 4, or 5	Level 3, 4, or 5
FAST PM 1 (current grade) And/or	40th Percentile and above	40th Percentile and above	40th Percentile and above	40th Percentile and above	40th Percentile and above	40th Percentile and above
iReady (PM 1)	≥362	≥434	≥489	≥511	≥557	≥581

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
Students score on or above grade level on PM tools, appropriate for the assessment window.

Core Instruction
Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
HMH Into Reading	2021

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Students score below grade level on iReady diagnostic assessments and/or
- Students score below 40th Percentile on PM FAST Assessments and/or
- Students earn D/F in ELA (standards-based, grade-level assessments and coursework.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

*Any student who is unable to complete STAR, Star Early Literacy, is conditionally placed or retained in current grade, scored Level 1 or 2 on prior year FAST/STAR/Star Early Literacy OR scored less than 40th percentile on PM 1 of current year.

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	Level 1	Level 1	Level 1	Level 1 (Retained)	Level 1 or 2	Level 1 or 2

FAST PM 1 (current grade) And/or	<40th percentile	<40th percentile	<40th percentile	<40th percentile	<40th percentile	<40th percentile
iReady	≤361	≤433	≤488	≤510	≤556	≤580

Interventions:

- are standards-aligned;
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).
- are multisensory for K-3 students identified with a substantial reading deficiency

Number of times per week interventions are provided: 3-4

Number of minutes per intervention session: 15-20

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Horizons Discovery	Promising	
SAXON Phonics and Spelling		Saxon Phonics and Spelling does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of 16 the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for

		phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by a literacy coach).
UFLI Foundations	State Approved Intervention Materials	
Curriculum Associates Tools for Instruction		Curriculum Associates Tools for Instruction does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, vocabulary, comprehension strategies, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session provided by publisher and ongoing classroom coaching (provided by a literacy coach).
Curriculum Associates Scaffolding for Comprehension		Curriculum Associates Scaffolding for Comprehension resources do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through Grade 3, Recommendation 1. Teach students how to use reading comprehension strategies, strong evidence. Recommendation 2. Teach students to identify

		and use the text's organizational structure to comprehend, learn, and remember content, moderate evidence. 18 These recommendations were built into the program by explicit, systematic instruction for comprehension strategy instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning sessions (provided by the publisher) and on-going coaching sessions provided by literacy coach.
Curriculum Associates Magnetic Reading Foundations (K-2)	Moderate	
Curriculum Associates Magnetic Reading	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide time for differentiated reading instruction for all students based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		
Explicit, systematic instruction in foundational skills combining listening, speaking, reading, and writing utilizing appropriate manipulatives, visuals, and gestures, emphasizing immediate error correction and feedback.		

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Students score two or more years below grade level on iReady diagnostic assessments and/or
- Students score below 10th Percentile on PM FAST Assessments (Grade 3, below 20th percentile) and/or
- Students earn F in ELA (standards-based, grade-level assessments and coursework)

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

*Any student who is **conditionally placed, retained** in current grade, identified as developmentally delayed, or is unable to complete practice items on Star Early Literacy or Star.

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	Level 1	Level 1	Level 1	Level 1 (Retained)	Level 1	Level 1
FAST PM 1 (current grade) And/or	≤9th percentile	≤9th percentile	≤9th percentile	≤20th Percentile	≤9th Percentile	≤9th Percentile
iReady	≤325	≤346	≤418	≤473	≤495	≤541

Immediate, intensive intervention:

- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional time allotted is in addition to core instruction and Tier 2 interventions.
- includes monthly parental notification of intervention progress
- are multisensory for K-3 students identified with a substantial reading deficiency

Number of times per week interventions are provided: 4-5 (small group of 4 or less), 4-5 (one-on-one)

Number of minutes per intervention session: 15-20 minutes (small group 4 or less), 10 minutes (one-on-one)

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Horizons Discovery	Promising	
SAXON Phonics and Spelling		Saxon Phonics and Spelling does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of 16 the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by a literacy coach).
UFLI Foundations	State Approved Intervention Materials	
Curriculum Associates Tools for Instruction		Curriculum Associates Tools for Instruction does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading

		accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, vocabulary, comprehension strategies, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session provided by publisher and ongoing classroom coaching (provided by a literacy coach).
Curriculum Associates Scaffolding for Comprehension		Curriculum Associates Scaffolding for Comprehension resources do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through Grade 3, Recommendation 1. Teach students how to use reading comprehension strategies, strong evidence. Recommendation 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, moderate evidence. 18 These recommendations were built into the program by explicit, systematic instruction for comprehension strategy instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning sessions (provided by the publisher) and on-going coaching sessions provided by literacy coach.
Curriculum Associates Magnetic Reading Foundations (K-2)	Moderate	
Curriculum Associates Magnetic Reading	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide time for differentiated reading instruction for all students

		based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Explicit, systematic instruction in foundational skills combining listening, speaking, reading, and writing utilizing appropriate manipulatives, visuals, and gestures, emphasizing immediate error correction and feedback.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: 6/1/2026-6/22/2026 8:15 a.m. – 12:45 p.m. (student day 4.5 hours), Monday – Thursday 1:12 ratio The district hires only teachers who are highly effective and endorsed or certified in reading to teach in the Summer Reading Camps and one hour of reading tutoring during the school year for students who meet the criteria for inclusion in the program. Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): o Reading Horizons Discovery (ESSA - Promising) o Quick Reads (ESSA - STRONG)
Alternative Assessment Used: STAR, iReady Diagnostic
Additional Information (optional): The district offers one hour of reading instruction (August 17 – April 30) for students retained or at risk of being retained in grade 3, utilizing the same approved materials and certifications. If space allows, other students are invited to participate in the after-school reading program.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Star)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (WIDA)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (Study Sync Benchmark Assessments)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The decision tree for grades 6-8 defines the process the MTSS team will utilize to identify students in grades 6-8 who are in need of Tier 2/Tier 3 interventions. Interventions are provided to students enrolled in Intensive Reading Courses, based on scoring a Level 1 on the state assessment. The decision tree provides guidance for appropriate interventions and materials. Schools gather monthly to review collected data and monitor progress, determining the next steps for students. The decision tree for grades 6-8 offers guidance for school-based teams to assess whether a student requires Tier 2 or Tier 3 interventions. The decision tree provides the district approved appropriate interventions and materials. MTSS facilitators, department chairs, and administration provide support to individual teachers throughout the month as needed. Additionally, teachers review their classroom data on a weekly basis to inform their instructional practices.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

Tier 1 instruction is monitored through a variety of assessments and data collection methods to ensure its effectiveness for all students. This includes universal screening, progress monitoring, and regular review of instructional practices. The primary goal is to identify students who are making adequate progress and those who need additional support.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 1 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 1 instruction.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 interventions are monitored through frequent progress monitoring assessments, which track student growth towards specific, measurable goals. This data is used to determine the effectiveness of the intervention, and whether adjustments need to be made, or if the intervention is no longer needed.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 2 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 2 instruction.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 intervention effectiveness is monitored through frequent progress monitoring, data-driven decision making, and individualized instruction adjustments. This involves regular assessments, analysis of student responses to intervention, and modifications to instruction based on the data.

The on-going problem-solving and improvement cycle includes classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. Planning days (PLC days) will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS process. Parents will be notified upon the start of Student Support Team/MTSS and will receive progress monitoring reports each quarter between reporting periods.

Grades 6-8 Decision Tree			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria at the beginning of the school year:			
	Grade 6	Grade 7	Grade 8
FAST PM 3 previous grade and/or	Level 3, 4, 5	Level 3, 4, 5	Level 3, 4, 5
FAST PM 1 current grade and/or	40th Percentile and above	40th Percentile and above	40th Percentile and above
STAR/iReady	40th Percentile and above	40th Percentile and above	40th Percentile and above
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.			
Students score on or above grade level on PM tools, appropriate for the assessment window.			

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Students score below 40th Percentile on STAR diagnostic assessments and/or • Students score below 40th Percentile on PM FAST Assessments and/or • Students earn D/F in ELA (standards-based, grade-level assessments and coursework)	

Tier 1 Instruction + Tier 2 Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: *student is retained in current grade.			
	Grade 6	Grade 7	Grade 8
FAST PM3 (previous grade) And/or	Level 1 or 2	Level 1 or 2	Level 1 or 2
FAST PM 1 (current grade) And/or	<40th percentile	<40th percentile	<40th percentile
Star/i-Ready	<40th percentile	<40th percentile	<40th percentile
Interventions: • are standards-aligned; • address gaps and reduce barriers to students' ability to meet Tier 1 expectations; • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students; • provide multiple opportunities to practice the targeted skill(s) and receive feedback; • occurs during time allotted in addition to core instruction; and • includes accommodations (IEP, ESOL, or 504).			
Number of times per week interventions are provided: 2-3			
Number of minutes per intervention session: 15-20			
Course(s) where interventions take place: ELA courses			

Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Study Sync		StudySync does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, strong evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction, strong evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate evidence; Recommendation 4: Increase student motivation and engagement in literacy, Moderate Evidence. These recommendations were built into the program by incorporating systematic vocabulary instruction through close reading activities, providing scaffolded text analysis with academic language supports, integrating collaborative discussion protocols that develop inferential reasoning skills, and embedding multimedia elements that support comprehension through multiple modalities. The district will support and monitor implementation of this program by conducting quarterly classroom observations, analyzing student performance data from embedded assessments, and maintaining fidelity monitoring through lesson plan reviews and student work analysis, including opportunities for on demand webinars with StudySync for continuous professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide

		time for differentiated reading instruction for all students based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.	
English Language Learners			
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:			
- Students score below 10th percentile on STAR Progress Monitoring and/or - Students score below 10th Percentile on PM FAST Assessments and/or - Students earn F in ELA (standards-based, grade-level assessments and coursework)			
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: *student is retained in current grade level.			
	Grade 6	Grade 7	Grade 8
FAST PM 3 (previous grade) And/or	Level 1	Level 1	Level 1
FAST PM 1 (current grade) And/or	<10th percentile	<10th percentile	<10th percentile
Star/iReady	<10th percentile	<10th percentile	<10th percentile
Number of times per week interventions are provided: 4-5 (small group), 4-5 (one-on-one)			
Number of minutes per intervention session: 15-20 (small group), 10 minutes (one-on-one)			
Course(s) where interventions take place: M/J Intensive Reading 1, 2, 3			
Intensive, Individualized Instruction/Interventions			

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy Teacher Led Small group lessons	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide time for differentiated reading instruction for all students based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Star	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Star	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment WIDA	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment StudySync Benchmark Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The decision tree for Grades 9-12 defines the process the MTSS team will utilize to identify students in grades 9-12 who are in need of Tier 2/Tier 3 interventions. Interventions are provided to students enrolled in Intensive Reading Courses, based on scoring a Level 1 on the state

assessment. The decision tree provides guidance for appropriate interventions and materials. Schools gather monthly to review collected data and monitor progress, determining the next steps for students. The decision tree for grades 9-12 offers guidance for school-based teams to assess whether a student requires Tier 2 or Tier 3 interventions. The decision tree provides the district approved appropriate interventions and materials. MTSS facilitators, department chairs, and administration provide support to individual teachers throughout the month as needed. Additionally, teachers review their classroom data on a weekly basis to inform their instructional practices.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Tier 1 instruction is monitored through a variety of assessments and data collection methods to ensure its effectiveness for all students. This includes universal screening, progress monitoring, and regular review of instructional practices. The primary goal is to identify students who are making adequate progress and those who need additional support.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 1 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 1 instruction.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 interventions are monitored through frequent progress monitoring assessments, which track student growth towards specific, measurable goals. This data is used to determine the effectiveness of the intervention, and whether adjustments need to be made, or if the intervention is no longer needed.

- Grade-level PLCs administer common formative and summative assessments, which are analyzed through data chats to determine the success of Tier 2 instruction.
- School-based Literacy Leadership Teams conduct literacy walkthroughs to continuously improve the effectiveness of Tier 2 instruction.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 intervention effectiveness is monitored through frequent progress monitoring, data-driven decision making, and individualized instruction adjustments. This involves regular assessments, analysis of student responses to intervention, and modifications to instruction based on the data.

The on-going problem-solving and improvement cycle includes classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. Planning days (PLC days) will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Students receiving Tier 3 interventions will be a part of the MTSS process. Parents will be notified upon the start of Student Support Team/MTSS and will receive progress monitoring reports each quarter between reporting periods.

Grades 9-12 Decision Tree			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria at the beginning of the school year:			
	Grade 9	Grade 10	Grade 11/12
FAST PM 3 (previous year) And/or	Level 3, 4, 5	Level 3, 4, 5	Level 3, 4, 5
FAST PM 1 Current year And/or	40th Percentile and above	40th Percentile and above	NA
STAR	40th Percentile and above	40th Percentile and above	NA
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students score on or above grade level on PM tools, appropriate for the assessment window.			
Core Instruction			
Indicate the core instructional materials utilized. Add additional rows as needed.			
Name of Program			Year of Program Adoption
StudySync			2021

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Students score below 40th Percentile on STAR diagnostic assessments and/or • Students score below 40th Percentile on PM FAST Assessments and/or • Students earn D/F in ELA (standards-based, grade-level assessments and coursework)				
Tier 1 Instruction + Tier 2 Interventions				
Beginning of Year Data				
Students who meet the following criteria at the beginning of the school year:				
	Grade 9	Grade 10	Grade 11	Grade 12
FAST PM 3 (previous grade) And/or	Level 1 or 2	Level 1 or 2	Level 1 or 2	Level 1 or 2
FAST PM 1 (current grade) And/or	<40th percentile	<40th percentile	<40th percentile	<40th percentile
STAR	<916	<975	<1036	<1102
Number of times per week interventions are provided: 2-3				
Number of minutes per intervention session: 15-20				
Course(s) where interventions take place: ELA Courses				
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.				
Name of Program	ESSA Evidence Level		Verbiage (as needed)	
Study Sync			StudySync does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, strong evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction, strong evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate evidence; Recommendation 4: Increase student motivation and engagement in literacy, Moderate Evidence. These recommendations were built into the program by incorporating systematic vocabulary instruction through close reading activities, providing scaffolded text	

		analysis with academic language supports, integrating collaborative discussion protocols that develop inferential reasoning skills, and embedding multimedia elements that support comprehension through multiple modalities. The district will support and monitor implementation of this program by conducting quarterly classroom observations, analyzing student performance data from embedded assessments, and maintaining fidelity monitoring through lesson plan reviews and student work analysis, including opportunities for on demand webinars with StudySync for continuous professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide time for differentiated reading instruction for all students based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students score below 10th Percentile on STAR diagnostic assessments and/or • Students score below 10th Percentile on PM FAST Assessments and/or • Students earn D/F in ELA (standards-based, grade-level assessments and coursework)		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions				
Beginning of Year Data				
Students who meet the following criteria at the beginning of the school year:				
	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST PM 3 (previous grade) And/or	Level 1	Level 1	Level 1 or 2	Level 1 or 2
FAST PM1 (current grade) And/or	<10th percentile	<10th percentile	<10th percentile	<10th percentile
STAR (current grade)	<684	<723	<1036	<1102
Number of times per week interventions are provided: 4-5 (small group), 4-5 (one-on-one) Number of minutes per intervention session: 15-20 (small group), 10 minutes (one-on-one) Course(s) where interventions take place: Intensive Reading 1, 2, 3, 4				
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.				
Name of Program	ESSA Evidence Level		Verbiage (as needed)	
Study Sync			StudySync does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, strong evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction, strong evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate evidence; Recommendation 4: Increase student motivation and engagement in literacy, Moderate Evidence. These recommendations were built into the program by incorporating systematic vocabulary instruction through close reading activities, providing scaffolded text analysis with academic language supports, integrating collaborative discussion protocols that develop inferential reasoning skills, and embedding multimedia elements that support	

		comprehension through multiple modalities. The district will support and monitor implementation of this program by conducting quarterly classroom observations, analyzing student performance data from embedded assessments, and maintaining fidelity monitoring through lesson plan reviews and student work analysis, including opportunities for on demand webinars with StudySync for continuous professional learning.
Lexia PowerUp Teacher Led Small group lessons	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N2Y – Unique Learning Systems K-8 (Separate classrooms)		ULS does not meet strong, moderate, or promising levels of evidence; however, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s): Provide time for differentiated reading instruction for all students based on assessments of students' reading levels. Unique Learning System is utilized by students with moderate to severe disabilities that are differentiated and modified to meet their needs. The district will support and monitor implementation of this program by meeting with separate classroom teachers and provided assistance for implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g. – k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency,

vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
University of Florida Flamingo Literacy Micro-credentials	Administrators, teachers, paraprofessionals	This professional development equips birth to twelfth-grade instructional personnel to: Identify literacy difficulties and determine appropriate interventions, apply evidence-based practice and effectively use progress monitoring and intervention materials.
FDLRS/BEESS: Exploring Structured Literacy	Administrators, teachers	The Exploring Structured Literacy (ESL) course, offered by FDLRS and BEESS, is a 40-hour in-service professional development opportunity designed to equip K-6 educators with knowledge of explicit, systematic, and sequential reading instruction. It addresses Florida Statute requirements for renewal of professional certificates in reading instruction or intervention
FDLRS.BEESS: Science of Reading: An Introduction	Administrators, teachers, paraprofessionals	The "Science of Reading: An Introduction" course, offered by FDLRS.BEESS (Florida Department of Learning Resources for Students, Bureau of Exceptional Education and Student Services), is designed to provide educators with a comprehensive overview of the science of reading. It covers topics like how the reading brain develops, the importance of word recognition and language comprehension, and how to apply the principles of the science of reading in instruction.
FDLRS/BEESS: Reading Difficulties, Disabilities, and Dyslexia	Administrators, teachers	The "Reading Difficulties, Disabilities, and Dyslexia" course, offered through FDLRS and BEESS, provides educators with

		knowledge and skills to effectively address reading challenges in students, including those with dyslexia. It focuses on explicit, systematic, and multi-sensory approaches to reading instruction, emphasizing the development of phonological awareness, sound-symbol associations, and other key reading skills. The course also covers data-based decision-making, assessment, and the use of interventions to support students with specific needs.
FDLRS/BEESS: Structured Literacy through a Multi-Sensory Approach	Administrators, teachers	The "Structured Literacy through a Multi-Sensory Approach" course offered by BEESS and FDLRS aims to enhance educators' understanding of building foundational reading skills, particularly for students with reading challenges or disabilities. It provides tools and resources for implementing multi-sensory structured literacy instruction, focusing on closing the achievement gap between struggling readers and their grade-level peers.
SCSD-Created Trainings facilitated by district coordinator and academic coaches	Administrators, teachers, paraprofessionals	Various sessions focused on science of reading, phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.
FLDOE Sponsored B.E.S.T. Conferences and training modules	Administrators, teachers	Determined by the Florida Department of Education.
NEFEC/FDLRS Reading Endorsement Pathway	Administrators, teachers	The NEFEC/FDLRS Reading Endorsement pathway is a professional development program that allows teachers to add a Reading Endorsement to their Florida teaching certificate. It's designed to help teachers develop a deeper understanding of reading instruction, assessment, and differentiation for all learners. The pathway typically involves completing five courses that cover various competencies related to reading, including foundational knowledge,

		research-based practices, assessment, and differentiated instruction.
Schultz Center Reading Endorsement Pathway	Administrators, teachers	The pathway is designed to help educators obtain the Florida Reading Endorsement. It offers online courses aligned with Florida's Reading Endorsement Competencies, which cover foundations of reading instruction, research-based practices, assessment, differentiated instruction, and a culminating practicum. The courses are delivered by certified Literacy Cadre Trainers, often through in-person trainings or synchronous virtual meetings and are designed to meet the needs of various learners, including those who are multilingual, emerging bilingual, or have reading disabilities.
UFLI Literacy Matrix Endorsement Pathway	Administrators, teachers	The University of Florida (UF) Literacy Matrix is an online pathway for Florida educators to earn their Reading Endorsement, according to the UF Lastinger Center for Learning. It's a competency-based, online professional development tool that focuses on the science of reading, helping teachers learn foundational knowledge and skills for effective reading instruction, diagnosis, and intervention using research-based methods.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. PreK teachers are provided opportunities to complete coursework provided by the Gateway Coalition in foundational literacy and are encouraged to complete the University of Florida Flamingo Emergent Literacy Micro-credential.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Instructional coaches and administrators in each school provide differentiated and intensified professional learning for teachers based on progress monitoring data that is supported by the district reading coordinator.		

Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are identified by school principals and the district coordinator of professional learning. Model classrooms are established with input from principals, academic coaches, and literacy leadership team members. Mentors are assigned to beginning teachers and those who are not yet eligible for professional certification. The coaches and administrators arrange visits for teachers to model classrooms. Mentors accompany the mentees when appropriate.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. The district schedule allows for common planning daily, giving teachers an opportunity to meet weekly in their professional learning communities. Additionally, the district provides six full release days for professional learning and common planning.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring	K-3 students	Students enrolled in the Educator Academy at Suwannee High School will participate in RAISE Tutor Training and additional coursework designed to increase understanding of foundational reading skills in order to provide tutoring to at-risk students in elementary classrooms.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window. The plan is referenced in parent

conferences and student support team meetings. The District Parent Involvement Team helps ensure families have copies of the plan and are able to access the webpage, as well. Additionally, the plan is available for all families on the district website. The iReady Pathway is available for students to access at home, as an additional resource for literacy support. Registration for the New Worlds Reading Initiative is provided to parents along with the Read-At-Home plan. A link to register is available on the parental notification letters that are sent home following the progress monitoring windows. Additionally, the district provides access for Khan Academy and Varsity Tutors for secondary students should families choose to utilize those programs to support their students outside of the school day.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2.

Principals prioritize highly effective teachers in Kindergarten-Grade 2 by ensuring each team of teachers is led by a highly effective teacher with grade-level experience and a proven record of success. Currently, SCSD does not have any teachers rated needs improvement or unsatisfactory, therefore all students have access to effective or highly effective teachers.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
JB	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
JB	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
JB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
JB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
JB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
JB	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.

JB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:

Jennifer Barus

Date:

7-9-26